

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 9th-12th Grade

Fitness	
<p>UNITS Sample of units that can be included under teaching physical activity and fitness.</p>	<p>HIIT Training, Weight Training, Personal Fitness Programs, Target Heart Rate, Resistance Training</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 3</p> <ul style="list-style-type: none"> ● Can students explain how each component of fitness impacts lifetime physical wellness? ● Can students analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity? ● Can students identify various strength and stretching exercises for personal fitness development? ● Can students monitor rates of exertion while participating in physical activity? ● Can students calculate target heart rate and use this information to create and/or maintain a personal fitness plan? ● Can students explain how to adjust pacing to keep heart rate in the target zone? ● Can students apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan? ● Can students design a personal lifetime leisure/recreational plan that includes the components of health-related fitness? ● Can students analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings? ● Can students analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity?

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<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>HS.S3.1. Explain how each component of fitness impacts lifetime physical wellness.</p> <p>HS.S3.2. Analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity.</p> <p>HS.S3.3. Identify various strength and stretching exercises for personal fitness development.</p> <p>HS.S3.4. Monitor rates of exertion while participating in physical activity.</p> <p>HS.S3.5. Calculate target heart rate and use this information to create and/or maintain a personal fitness plan.</p> <p>HS.S3.6. Explain how to adjust pacing to keep heart rate in the target zone.</p> <p>HS.S3.7. Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.</p> <p>HS.S3.8. Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.</p> <p>HS.S3.9. Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.</p> <p>HS.S3.10. Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Muscular endurance Muscular strength Flexibility Body Composition Cardiovascular Endurance Target Heart Rate Target Heart Rate Zone Caloric Intake Caloric Expenditure Goal Setting Exertion Static</p>

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	<p>Dynamic Isometric Eccentric Concentric Isotonic Isokinetic Resistance Training</p>
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>21st Century Learning Skills</p> <ul style="list-style-type: none"> ● Collaboration ● Communication ● Social Skills ● Critical Thinking ● Initiative
<p><u>Assessing Learning</u> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<ul style="list-style-type: none"> ● Students can demonstrate competency in 2 or more specialized skills in health-related fitness activities. ● Students can demonstrate appropriate technique on resistance training machines and with free weights. ● Students can relate physiological responses to individual levels of fitness and nutritional balance. ● Students can Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ● Students can calculate target heart rate and apply that information to their personal fitness plan. ● Students can create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. ● Students can design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. ● Students can choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
<p><u>Instructional Strategies/Resources</u></p>	<p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: www.shapeamerica.org</p>

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**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.	